DOCUMENT RESUME

ED 170 760 **CS 204 815**

AUTHOR	Brown, Karol Lawson
TITLE	Individualizing English Instruction.
PUB DATE	[78]
NOTE	13p.; Self-Instructional Package prepared at Southern Illinois University
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adverbs; *English Instruction; *Grammar; *Individualized Instruction; *Instructional Materials; Junior High Schools; Secondary Education; Traditional Grammar

ABSTRACT

Geared to the grammar area of the English curriculum, this self-instructional package was designed to aid seventh, eighth, and ninth grade students in recognizing three types of adverbs ("how," "when," and "where"). The package defines the three types, lists examples, and provides exercises. It also contains a pretest and a posttest. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170760

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Karol Lawson Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Individualizing English Instruction

Submitted by Berniece Seiferth
Associate Professor of Education
Southern Illinois University at Carbondale

Package Written by
Karol Lawson Brown
Graduate of SIU-C

The area of English lends itself quite well to the utilization of individualized instruction. Self-instructional package is an extremely valuable tool for such teaching.

This self-instructional package was designed for 7th, 8th or 9th grade classes in English. The total time involved for the student is approximately 30 minutes. In this author's opinion, the enclosed package is not only educational but would offord much satisfaction to the students using it. "Back to the basics" seems to be an oft repeated phrase at the present time, and many educators are agreeing, at least in part, to its implications. Grammar is now a respectable area of the curriculum

CS 204 815

and this package is geared to this.

This particular package could be used for enrichment, remediation, or general instruction-Precise instructional objectives have been stated with frequent opportunities provided for students to check their achievement in mostery. Instructions are clear, and vocabulary is appropriate.

S E L F - I N S T R U C T I O N A L P A C K A G E

Prepared by: Karol Brown, Instructor

Course: English

Topic: Recognition of Three Types of Adverbs

Intended Students: 7th, 8th, and 9th Grade

Estimated Working Time of Student: 30 minutes

Objectives. Upon completion of this package, you will be able to:

1. Describe the function of an adverb in a sentence.
2. Identify adverbs that tell how.
3. Identify adverbs that tell when.
4. Identify adverbs that tell where.

PRE-TEST

1. What does an adverb do in relation to a verb?

2. What three questions do adverbs answer?

3. Underline the adverbs in the following sentences:

   a. Soon the sailor sighted land.

   b. The bear growled menacingly.

   c. Put the book somewhere.

   d. An alien ship hurtled earthward.

   e. I must faithfully study my English.

   f. I still believe that the Indians were there.

   g. John searched high and low for his microscope.

   h. The wise men traveled afar.

   i. Will you sing later?

   j. The old clock ticked loudly.

4. The most common suffix or ending of adverbs is -_____.

5. Circle true or false. Words used as adverbs can be used as other parts of speech in some sentences.

Your answers to the pre-test should have been:

1. An adverb modifies or changes a verb.

2. How? When? Where?

3. a. soon, b. menacingly, c. somewhere, d. earthward, e. faithfully, f. still (and) there, g. high (and) low, h. afar, i. later, j. loudly.

4. -ly.

5. True.

If you answered all of the questions correctly, congratulations! You already know a lot about adverbs, so you may trade this package in on another one. If, however, you missed any of the questions, you should complete this package.

The Purpose of Adverbs

Adverbs are used to modify or change verbs. Verbs, as you know, show action or a state of being, and make our sentences "alive." Adverbs give even more life to the sentences -- they make the verbs tell more.

ADVERBS THAT TELL HOW

Below are some adverbs that tell how an action is done:

slowly	lovingly	quickly
violently	obviously	patiently
busily	hurriedly	quietly
angrily	deftly	gracefully
steadily	critically	bravely
gently	increasingly	painlessly

Look at the list again. What is the suffix, or ending, of each of those words? That's right -- -ly is the suffix of all of them. Adverbs that tell how usually end in -ly.

Be careful, though -- not ALL words that end in -ly are adverbs!

Consider the -ly words in this sentence: "The homely girl walked slowly." Both homely and slowly end in -ly, but do both modify or change the verb walked? No! Only the word slowly tells how the girl walked.

What does the word homely describe? You're right, it modifies girl, and since girl is not a verb, homely is not an adverb.

So there are TWO facts to remember about HOW adverbs: they usually end in -ly, and they are generally located after the verb. Sometimes, however, they are located before the verb, or in some other place in the sentence.

Can you spot the adverb in this example? "The lovely flag waved gently in the breeze." What is the adverb?

You are right if you chose gently as the adverb. Lovely is not an adverb because it does not change or modify the verb waved. Lovely is describing flag, and flag is not a verb in this sentence. Are you getting the idea now? Gently changes the verb waved to tell how it waved.

Can you pick out the adverb that tells how in each of the following sentences? Write the adverb in the blank at the end of each sentence.

1. The dog barked loudly. _____
2. The soldiers marched steadily toward the city._____
3. The carpenter worked carefully._____
4. Have you followed the directions faithfully?_____
5. Jack cautiously stopped his car. _____

Were these your answers: loudly (tells how the dog barked), steadily (tells how the soldiers marched), carefully (tells how the carpenter worked), faithfully (tells how the directions are to be followed), and cautiously (tells how Jack stopped the car)? If you answered them all correctly, you are doing well on the how adverbs.

Where, in relation to the verb, was the adverb located in each of those sentences? That's right, immediately following the verb in Sentences #1, #2, and #3. Faithfully, in Sentence #4, could have been placed between the words you and followed, but most people place the adverb at the end of a question such as in Sentence #4. It would be correct either way. In Sentence #5, the adverb needs to be where it is or at the end of the sentence, in order to sound correct.

The important rule to remember is that a word that tells how the action is done is an adverb, regardless of its position in the sentence. An adverb is identified by its use.

In the blank space in each of the following sentences, write the adverb form of the word given in parentheses. If you are not sure how to spell the adverb form, look it up in the dictionary.

1. (noise) The sick man breathed _____.

2. (truthful) The boy answered the question _____.

3. (loud) Mark talked _____ during class.

4. (greedy) The baby ate _____.

5. (graceful) They danced _____ together.

6. (quick) Can you work _____?

QUESTION: Did all of your adverbs end in -ly?

(You should have answered: noisily, truthfully, loudly, greedily, gracefully, and quickly. Did you answer this way?)

If you are still having difficulty with the how adverbs, go back and read Pages 3 and 4 again. Re-work the exercises mentally.

If you answered all of the questions correctly, continue to the next section, below.

ADVERBS THAT TELL WHEN

Adverbs that tell when the action happened are recognized solely by their function. Look at these examples and see if you can find the adverbs. Underline the adverbs that tell when.

1. Chris often plays softball. (When?)

2. Randy never goes with me. (When?)

3. We will swim tomorrow. (When?)

4. I plan to join the Marines soon. (When?)

(If you underlined the words often, never, tomorrow, and soon, you were right. See how easy it is to spot adverbs?)

Here are some other sentences containing adverbs that tell when. Write the adverb in the blank following the sentence.

1. Larry seldom works. _____
2. I will see you later._____
3. I still believe in Santa Claus. _____
4. Tom saw me yesterday. _____
5. He gave me his pencil then. _____

The words seldom, later, still, yesterday, and then are adverbs because they tell when the action happened. Some adverbs that tell when end in -ly in words such as occasionally, lately, rarely, instantly, and finally. They are recognized, not by the ending of the word or suffix, but by the fact that they tell when.

Underline the adverbs that tell when in each of these sentences:

1. Do you ever watch TV?
2. Write the answer now.
3. He will go to the store eventually.
4. He will visit you afterwards.
5. I always eat breakfast.
6. I rarely sleep more than six hours.
7. She sweeps the floor daily.
8. My sister moved to Texas recently.
9. She will telephone me tonight.
10. I hope it rains soon.
11. It has rained before.
12. The horse was injured suddenly.

(The answers are: ever, now, eventually, afterwards, always, rarely, daily, recently, tonight, soon, before, and suddenly.)

Were you able to find the adverbs that tell when in those sentences? If you spotted them all, good for you! If you didn't, review this section once more.

ADVERBS THAT TELL WHERE

These adverbs have no identifying suffix, but are easily recognized because they tell where the action takes place. See if you can find and underline the adverbs that tell where in the following sentences.

1. Shirley is waiting nearby.
2. She lives here.
3. The river flowed south for 50 miles.
4. The lion paced back and forth in his cage.
5. Don't go anywhere tonight.
6. He has been away for six years.
7. Suddenly everyone looked skyward.

You should have underlined nearby, here, south, back (and) forth, anywhere, away, and skyward. Why? Because each of those words tell where the action took place. I hope you noticed that Sentence #4 had two where adverbs in it.

Let's try it again, on another group of sentences. Write in the blank following each sentence the adverb that tells where.

1. The little raft washed ashore._____
2. Sit down, young man!_____
3. He looked aside._____
4. Columbus sailed forth eagerly. _____
5. The Boeing 747 is airborne._____
6. The small girl strolled past. _____
7. Jack lazily lies abed every morning. _____
8. An honest man exists somewhere. _____
9. The sailor stowed his gear forward. _____
10. The building is clean throughout. _____

(Did you write: ashore, down, aside, forth, airborne, past, abed, somewhere, forward, and throughout? You did? Great!! You missed a few? Look carefully at them again and ask WHERE?)

Many of the adverbs that tell where are sometimes used as prepositions, when there is an object. Look at these examples: "I went down the stairs." In this case, down is used as a preposition in order to show WHAT I went down. To make this all more confusing, "down the stairs" is an adverbial phrase.

Look back on Page 7 at Sentence #6 in the second set of sentences. Notice what happens when I change this sentence to read: "The small girl strolled past the library." The word "past" now becomes a preposition because it tells what the girl strolled past.

Don't get too tied up in these words that can be used as adverbs or prepositions, because the way to recognize adverbs is by the way they are used in the sentence. For further clarification of the prepositions, ask me for the package on prepositions.

There are other adverbs that we use that were not covered in this package, but we have come a long way in learning to identify the adverbs that answer the key questions: How? When? and Where? To further reinforce what you have learned, take the post-test on the next page.

POST TEST

1. Underline the adverbs in the following sentences, and write the question that each adverb answers in the blanks at the end of each sentence.

   a. Jed lagged behind. _____

   b. I hurriedly made a pie. _____

   c. I will go sooner or later. _____

   d. Kay looked longingly at the candy. _____

   e. The crew was ordered topside. _____

   f. Sometimes I garden. _____

   g. I brush my teeth vigorously. _____

   h. There's mischief afoot. _____

   i. The workers are paid monthly. _____

2. (a) What is the most common suffix of adverbs? _____

   (b) All words ending in this suffix are adverbs. Circle true or false.

3. What is the purpose of an adverb in a sentence?

4. We can recognize adverbs by the way they are _____ in a sentence.

Abstract

INDIVIDUALIZING ENGLISH INSTRUCTION

This self-instructional package was designed to aid 7th, 8th, and 9th grade students recognize three types of adverbs, the how, when and where ones. It takes approximately 30 minutes to complete. A pre and post test are included. The three types of adverbs are defined, examples listed, and appropriate exercises for the students are included. This package could be used with slower students or accelerated ones, depending upon the needs of the classroom.